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ABSTRACT

A project was conducted to improve articulation between secondary and postsecondary vocational programs in southwest Washington. Included among the major project activities were the following: completion of interviews with vocational staff in six cooperating districts and two community colleges; preparation of a report on the current status of advanced placement in southwest Washington; implementation of a series of articulation meetings for instructors of diesel, auto, and metals (machine shop) programs to design agreements on curriculum communication processes, and forms to be used; development of a model for advanced placement; and establishment of contacts with vocational educators from public and nonpublic institutions in the area. Of 11 districts initially contacted, 6 participated in the interview activity and 3 worked in the articulation meetings to develop the final product. Although those representatives of the nonpublic groups contacted expressed little willingness to participate in the project, the general attitude of the vocational directors and teachers contacted was one of support and agreement on the timeliness of the project. (Appendixes to this report contain the articulation model, copies of the articulation forms, guidelines for implementing the curriculum review process, and the text of a report entitled "Serving the Disadvantaged Student through Vocational Education" by William Hansen.) (MN)

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# ADVANCED PLACEMENT IN VOCATIONAL EDUCATION

FINAL REPORT
Project No. 84-ASI(178)NB

Research Project in Vocational Education
Conducted Under Public Law 94-482

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December 31, 1984

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Research Coordinating Unit
WASHINGTON STATE COMMISSION FOR VOCATIONAL EDUCATION
OLYMPIA, WASHINGTON 98504

Final Report

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# Advanced Placement In Vocational Education

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Conducted Under
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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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SUMMARY OF REPORT

a. Major Objectives of the Project

The intent of the project was to improve articulation between secondary and post-secondary programs to improve advanced placement processes. This was to be accomplished by:

1. Identifying current activities in Clark County, Washington designed to foster advanced placement.
2. Prepare a model for advanced placement which linked vocational programs in three vocational subject areas.
3. Develop and utilize a process for advanced placement linkage through a formal agreement between secondary and post-secondary schools.
4. Develop and utilize a process for student use in implementing the advanced placement process.
5. Identify the role of a teacher/advocate to assist students moving through the system.
6. Prepare a position paper on the current status of disadvantaged students in Vocational Education programs.

b. Summary of Activities

The project was structured so the principal researcher worked at the direction of the Project Director utilizing the General Advisory Committee of the Clark County Vocational Skills Center as an advisory group. The activities included:

1. Interviews in six cooperating districts and two community colleges.
2. Preparation of a report on the current status of advanced placement in Southwest Washington.
3. A series of articulation meetings for instructors of diesel, auto and metals (machine shop) programs to develop agreements on curriculum, communication processes and forms to be used.
4. Development of a model for advanced placement.
5. Communication with area Vocational Education Directors and state level Vocational Education Directors at both secondary and post-secondary levels.

6. Contact with non-public institutions.

c. Summary of Results: Accomplishments

The project stayed within the time frame of the management plan. There was a general positive response. Of eleven districts contacted in the initial study phase, six participated in the interview activity and three worked in the articulation meetings to develop the final product.

Two products have been developed. The first is the Curriculum Review and Agreement for Advanced Placement In Vocational Education. This format was created to structure the dialogue between secondary and post-secondary Vocational Education Directors and Instructors so a formal linkage between two structures can occur. Each program at each secondary school can utilize this process to facilitate advanced placement.

The second project was the Vocational Education Request For Advanced Placement. This checklist is utilized by a teacher serving as an "advocate" for a student seeking advanced placement and systematizes the steps required for a student moving into post-secondary Vocational Education programs.

The various articulation sessions were well-documented and the outcomes were the basis for the two products. Response was positive from participants.

Of particular interest has been the number of requests from other Vocational Education Directors around the state seeking information. The interest and feedback is an affirmation of the need and the functionality of the project.

The advanced placement model is specific to Vocational Education Programs, but generalized to meet constraints and requirements of participating schools and colleges.

Little interest nor expression of willingness to participate was found among non-public groups.

The general attitude of Vocational Education Directors and Teachers has been one of support and agreement on the timeliness of the project.

d. Major Conclusions and Recommendations

With the pilot and developmental project on Advanced Placement complete, it may be concluded:

1. Current approaches to Advanced Placement within Vocational Education are not systematically structured. Thus, communication between secondary and post-secondary schools is less than functional and students do not easily move from one structure to another.
2. There is a need for structured agreements on articulation. Each secondary school and each Vocational Education program within the school should be linked to the post-secondary program. Such linkage should result in a formalized agreement outlining roles and responsibilities of each.
3. The student may be lost in the articulation process due to ill-defined rules, regulations and deadlines. Where advanced placement may be indicated, the problem is more complex for the student due to the requirement of an interface of the two programs.
4. Little responsibility is shown at either the high school or college levels for the student seeking advanced placement. Traditional approaches have required the student to take the initiative to appeal and/or challenge college courses. The system requires a formalized structure facilitating student mobility.
5. Non-public institutions have little interest in formalizing linkages with secondary schools to facilitate advanced placement.
6. There is enough common interest and uniformity in state law and district regulations to allow for a model of advanced placement to be implemented which structures a common process in articulation while preserving the autonomy of both cooperating institutions.
7. Articulation in Vocational Education is a process which requires both a policy level commitment from cooperating agencies and the involvement and initiative of administrators to implement. While teachers/instructors are critical to the process, without a clear statement of intent to facilitate articulation, the process remains unused.

8. The need for interagency linkage and communication requires common ground for purposes of agreement. In Vocational Education such common areas are most evident in the interface of curriculum. The current shift from project oriented, graded programs to competency based programs is in various stages. The success of articulation agreements will be enhanced when both institutions are using competency lists.

Therefore the following recommendations are presented for consideration.

1. Administrators of both colleges and high school programs establish their commitment to the articulation process. That such commitment be shown in policy statements, implementation of the articulation process and a curriculum revision leading to competency based programs.
2. Each secondary level Vocational Education Director review their current practices in relation to the proposed model for Advanced Placement in Articulation and plan for appropriate restructuring. It is recommended that Directors establish a work schedule to orient their staff and initiate contacts with community college staff.
3. Students should be appraised for their rights and responsibilities as related to articulation in general and advanced placement specifically. It is recommended that the project product Request for Advanced Placement be used with students.
4. Vocational Education teachers are critical to the articulation process. The "teacher as advocate" role should be discussed and local standards and procedures established.
5. It is recommended that FY'85 be established as a year for articulation activities. That staff members from both secondary and post-secondary establish objectives related to interagency communication related to advanced placement.

Far too many students are caught up in the problems of articulation between the high school or skills center programs and a post-secondary training program in Clark County. Frustrated high school graduates have reported their distress at having to repeat high school course work upon entering post-secondary programs. The problem is particularly apparent with disadvantaged students who may require encouragement and/or incentives to continue in the system.

There is no systematic and uniform process of articulation in Clark and Cowlitz Counties in Vocational Education Programs. The current structure does not easily allow for analysis of completed/mastered skills and competencies and a resultant thoughtful placement into the post-secondary programs. Increased pressures are building for advanced placement opportunities for qualified students. Washington Legislature 3609, Temporary Committee on Education and the Businessmen's Roundtable, strongly recommend an improved process for advanced placement. We note an expressed willingness on the part of secondary vocational educators and community college instructors to facilitate advanced placement, but the present system hardly encourages instructors or students to venture a try.

Also inhibiting orderly program development has been dissimilar patterns of evaluating student progress. Everything from computer based competency analysis to generalized curriculum outlines and text oriented courses which are designated with a letter grade to signify both completion and quality of completion are being utilized in our area. Community college instructors ask for definition of mastery related to the maturity level of the student - that is the students ability to handle responsibility along with knowledge and skill. There is an underlying belief among non-vocational oriented educators that vocational education students are less competent in academic subjects than other students. However, research continually shows that the vocational education student has a different focus or goal orientation, but falls towards the middle of the academic spectrum. Yet, the myth continues. The value of a skills oriented program which builds student learning from concrete experiences and incorporating the more abstract academic subjects has been well documented. In particular, students with economic stress,

language disfunction and limited English speakers have been noted to benefit from such an approach. Finally, high school counselors seem to tend toward traditional placement patterns, not forcing the issue of advanced placement. We note too that within vocational education instructor ranks there is the clinging to traditional curricula and assessment patterns. All of these issues are present to varying degrees throughout our area. However, there is a growing climate for change.

In the past three years we have seen two programs at the community college; printing trades and business occupations move toward a competency based program. Feeder high school programs have quickly followed suit. The Clark County Vocational Skills Center programs have initiated skills based curriculum and student attainment packages. We see both the need and the right timing now present to develop a plan for an orderly exchange of information between the secondary programs and the post-secondary programs. We see a concurrent need to identify a uniform system for student application to post-secondary programs with advanced student placement as an inherent aspect of such a system.

It must be recognized that ownership of Vocational Education programs exist either by tradition or by instructors identification with these programs. There is a need to utilize interpersonal techniques in individual and group sessions involving Vocational Education instructors which will allow for quality decision making. It is readily apparent that student records are managed in a wide variety of formats. There is also a need to assist Vocational Education Directors in utilization of student records through an analysis matrix (which in some cases may be computerized) for a more efficient linkage to the community college admissions process. The recent legislative review of education emphasizes the need for an advanced placement process. The colleges must analyze their admission processes, student application review and the processes for advanced placement requests. We see that there is great potential to facilitate the placement process, and advanced placement in particular, through competency based instruction.

The foregoing set of problems - 1) the need for a system of articulation, 2) a lack of competency based evaluation of student progress, and 3) a system for student advancement from high school to secondary; have been recognized for some time.

In fact concerns with articulation problems have been at the forefront of education the past ten years. Discussion of competency based instruction has been discussed in the literature regularly. In fact over 1100 citations are noted for articulation related articles and studies and over 2500 citations in the subject area of competency as reported by ERIC system.

For the vocational educator, the concept of a skills oriented curricula has been discussed and developed to a very sophisticated level. Statewide competency based systems have been established, for example, in Nebraska and California, states where legislative mandates are the constitutional process to force change. In Washington State, each school district or community college is responsible for the education of their youth responding to broader legislative guidance and SPI regualtions. As a result of our system throughout Washington a variety of programatic approaches are found in vocational education programs and change is somewhat slower. The initiative for change rests in the local structure and with proper motivation and in the right time frame such changes are excitingly creative and functional.

In a 1981 review of national patterns and trends in vocational education, the American Institute of Research suggested that most reported changes were made for (1) the evaluation and improvement of skill areas and (2) to provide an objective basis for communication with students and parents. In their conclusion AIR strongly recommended establishing skill based vocational education programs using Criterion Reference tests, needs assessments and competency matrices as measures of success.

In a shift to improved communication on student mobility between secondary and post-secondary programs, a competency based approach certainly lends itself to a more precise and functional analysis. Dallas County, Texas used a three level approach in analysing student progress in vocational education. This program identified (1) a common "core" of competencies which included related English and math skills, (2) course competencies directly related to the vocational course under consideration, and (3) finally teacher judgement of mastery utilizing the traditional grade (A to F). This approach allowed for linking the traditional course completion with grades to

competency based analysis thus allowing interaction of faculty regardless of attitude towards change.

In examination of some ten articles on competency based vocational education programs, it became apparent that several tasks were required to build a functional system, one which focused on the students and their progress through the system.

- general participation of vocational instructors of all participating institutions (high school, skills centers, community colleges, etc.)
- agreement on the need for change to a uniform system for communicating about students.
- establishing a pattern for following a student through the system.
- a student selection process which includes advanced placement opportunities and which "belongs" to instructors of all participation institutions.

It is not necessary for all vocational education programs to become competency based at once. In fact the Hawaii state program phased in over a four year period a "readiness to participate" aspect. A system such as envisioned for Clark County would necessarily have a similar requirement inasmuch as we are attempting to link eleven school districts, one skills center, a community college and several private post-secondary programs.

The much publicized Nebraska Model assists in isolating specific areas of focus. The major aspects of the Nebraska approach were a broader program plan, the student application process and the selection process of the post-secondary institution. Assessment in this model included test scores, ranking of students in class and skill completion rates.

One interesting element described as "integral" to the Dallas County, Texas program was the need for leadership from the secondary level vocational education teachers as "advocates" in assisting the student in application and entrance processes. Thus a student did not necessarily have to be aware of the larger structure or "system," but knows that the professional advocacy of his/her instructor will cause the application selection process to function.

A functional model for Clark County must be built responsive to needs and concerns of local districts. It must be practical, immediately applicable and of course responsibe to the differing characteristics of school districts

and community colleges in the area. The approach must build on continued communication between agencies and agreement to focus on student attainment of vocationally related goals.

As will be seen, input must be solicited from selected school districts, skills centers and community colleges around the state. The intent is to produce a functional product, reflective of the most current, viable experiences in the state. The research aspect of our reporting process could well be of value to others engaged in study in this area.

Note: An addendum related to the status of service to disadvantaged students was completed in December (see Appendix A).

Objectives of this Project

The contractee will identify and implement a structure for articulation of students moving from secondary vocational education programs at the post-secondary level, both public and private. Included in the structure will be an option for advanced placement.

To accomplish this task the contractee will:

5.1 Examine the problem of articulation as it exists in Clark County, Washington through a series of review meetings held with local Vocational Education Directors at both the secondary and post-secondary levels and to develop a series of "problem statements" requiring further study. To be compelted by February 15, 1984. Report to be placed on file.

5.2 Identify current articulation processes throughout Washington State by (a) contact with the Washington State Vocational Education Commission Research Coordination Unit, (b) meeting with High School Skill Center Vocational Education Directors at the annual winter meeting, (c) meeting with key community college Vocational Directors at their annual winter meeting, and develop an abstract of programs listing major attributes. To be completed by March 15, 1984. Report to be placed on file.

5.3 Conduct a series of six articulation meetings in Clark County to (a) train the vocational education counselors and directors in communication and decision making skills, and (b) to identify a functional process for student placement, high school and skill center to post-secondary programs. Included in the output will be model agendas, agency level agreement sheets, student skills and/or grade sheets and admission forms. To be completed on May 15, 1984. Report and prototype forms to be placed on file.

5.4 Conduct two articulation meetings in Clark County to (a) orient four non-public post-secondary program directors in the proposed process, and (b) to identify linkage processes between public and non-public programs. To be completed by May 15, 1984. Report to be on file.

5.5 Prepare a replicable model for articulation within two selected vocational education programs with attendant forms, defined processes and computer package for use in the 1984-85 school year. Also to be included will be advanced placement procedures. To be completed by August 15, 1984. Report to be placed on file.

5.6 Conduct an August workshop for vocational education instructors orienting them to the model and to distribute materials. To be completed by August 31, 1984. Workshop packet and participant list on file.

5.7 Conduct a September workshop for Clark Community College staff, representative non-public training programs, and Network (J.T.P.A.), etc., orienting them to the model and to distribute material. To be completed by September 30, 1984. Workshop packet and participant list on file.

5.8 Provide technical assistance to implementing districts through participation and vocational education in-service days and group meetings October to December 1984. To be completed by December 15, 1984. Dates and agendas of participants on file.

5.9 Utilize the Regional Vocational Administrators organization (eleven school districts) plus one Clark College representative as a steering committee to meet four times during the year and serve as a facilitating group, reviewing the project management time line and the products.

5.10 Using the process model developed with this project, we plan to produce an articulation plan organized around competency based instruction in two or more of the program areas listed below: auto mechanics, diesel mechanics, word processing, data processing, nursing assisting and commercial foods. The model will be available for use in September 1984.

5.11 The student application process and advocate program will be utilized throughout the 1984-85 school year. The realted forms and descriptive material will be available as part of the August and September workshops.

General Project Design

The Advanced Placement project was implemented on January 5, 1984 and completed on December 31, 1984.

Phase I

In the initial phase letters were sent to all districts and the community colleges in Clark and Cowlitz Counties. This communication was followed by a meeting with Vocational Education Directors and the resultant identification of those interested in participating. This group included Longview, Ridgefield, Battle Ground, Evergreen Vancouver School Districts and the ESD small district cluster. Both Clark and Lower Columbia Community Colleges expressed interest.

1. Major concerns identified to be considered in designing an articulation model were:
   - the relationship of the instructors at both levels
   - the impact upon admissions policy and placement procedures at the college level
   - the match of skills, competencies and the general curriculum from both levels
   - training and competency of instructors involved
   - the general counselor role or non-role in advising students
   - the range of possible articulation activities which might be described as advanced placement
   - the philosophy and intent of each organization involved (e.g, academic orientation or institutional pride, etc.)
2. Program areas which seem to lend themselves to pilot areas for indepth study (presented in rank order of Vocational Education Director's interests)
   1. Diesel
   2. Auto
   3. Machine Shop
   4. Word Processing
   5. Welding
   6. Other business and office (e.g., typing, shorthand)
   7. Foods (Culinary)
   8. Computer
   9. Print Trades
   10. Electronics
   11. Woodshop/Cabinet Making

3. Definition of Advanced Placement Models

Five approaches have been suggested to be used as models for advanced placement.

- Second year placement in a post-secondary program after successful mastering of first year skills in a secondary school setting.
- Recognition of skill (or competency) mastery and waiving of specific first year curriculum requirements upon entering post-secondary program.
- Student challenge of requirements with subsequent testing, interview and placement.
- Parallel instruction at secondary school level with college credit given for advanced high school work.
- Honors program activities, out of school hours, leading to advanced placement.

These approaches will continue to be defined and built into the program where possible.

4. Areas to study as part of the modeling process

- Role of the Advocate
- Agreed upon (formalized) relationship between institutions
- Definition of possible policies and procedures
- A process for annual feedback (college to high school)
- Sample forms to be used in the communication process.

Following a series of interviews, the operational objectives were re-defined and three subject areas were isolated for participation in the Advanced Placement Curriculum Development. These were diesel, metals, (machine shop) and automotive programs.

Concurrent with the initial study and communication process a study was launched statewide to determine the status of articulation in Washington. Through the help of the RCU of Vocational Education Commission, an ERIC search was conducted and a list of "knowledgeable resource people" was identified. This input provided background for the product design. The decision was to make the product useable and in a functional rather than a research style presentation. It was determined that the project should

produce 1) a model for use in local program review and planning, 2) a communication device to assist in formalizing agreements between secondary and post-secondary instructors, and 3) a "roadmap" or checklist which would help the interested student in achieving advanced placement.

Phase II

The second phase of the study involved the meeting of key instructors and directors of the programs. The intent of the meetings was to identify common areas of concern, constraints to successful articulation, elements required of a formal agreement and steps required of a student seeking advanced placement. The definition of a functional articulation model was also developed at this time.

The transition of a vocationally oriented student from secondary to post-secondary program normally follows a pattern of 1) completion of secondary level work and acquisition of a high school diploma followed by 2) application for admittance to a post-secondary program, and concluded by 3) admission. Where a student has demonstrated a high degree of proficiency and/or strong interest in the vocation area, advanced placement may be indicated. Advanced placement is defined as a process where a student may enter a program at a level beyond that of standard entrance, and which may include waived requirements or advanced standing in a course (or courses).

Six models have been identified as approaches to advanced placement in Clark College and Lower Columbia College service areas. These are:

1. Second year placement in a post-secondary program after the successfully mastering of first year skills in a secondary school setting.
2. Recognition of skill (or competency) mastery and subsequent waiving of specific first year curriculum requirements upon entering a post-secondary program.
3. Student challenge of requirements with subsequent testing, interview and placement.
4. Parallel instruction at secondary level with college credit given for advanced high school work.
5. Honors program activities, out of school hours, leading to advanced placement.

6. A structured dual instructional program where a four year competency is managed jointly by the secondary and post-secondary schools (sometimes referred to as a 2 + 2 program).

The key to instituting advanced placement processes is on-going and structured communication between the high school and college instructors. The materials which follow are designed to facilitate such interaction. These include:

Student Placement Materials

- Articulation worksheep, to be used as a file for an individual student seeking placement
- Sample, college prepared process for student challenge of requirements.

Articulation Process Agreement

- A joint interview sheet outlining areas of agreement and disagreement between cooperating secondary schools and the college.

The success of the articulation process is measured by the movement of the student/client through the system in an orderly manner. This may be accomplished with a functional system in place and the active support of both secondary and post-secondary staff members. The high school instructor is considered an advocate for the student until advanced placement is completed. Therefore, the sample worksheets are designed to cause positive interaction and decision making. At all steps the college retains the authority for placement and the secondary school continues the advocacy role.

The process may be viewed in the model displayed at Appendix B.

The key components of the model are the secondary school with a teacher advocate, the receiving post-secondary program and staff, the interactive decision making process, and the final goal of job placement.

At the center of the process is the articulation agreement which is derived by face to face interaction of the cooperating instructor. A Curriculum Review and Agreement sheet (see attached at Appendix C) is completed prior to time of registration and placement. The agreement structures the questions required for interface of the two programs. Included are areas of:

1. Relationship between two courses of study (e.g., hours of theory and lab, texts used, major topics in curriculum outline, and a skills or proficiency checklist available for review).
2. Following the meeting(s) of the instructors, the college instructor records recommendations which will allow the two curricula to interface.
3. Upon agreement by the secondary school on the college recommendation, then signatures of both administrators are required.

This action is normally in force until curriculum modifications or change of personnel occurs upon which the process is repeated. It is recommended that program administrators review and ratify the agreement annually.

Once the agreement is in place then the process becomes systematized for the student. The student in cooperation with the teacher/advocate utilizes the Request for Advanced Placement (see attached at Appendix D). This checklist serves both as a guide through the advanced placement process and as a formalized record of the placement. Note the six areas utilized in the decision for advanced placement; application, place on waiting list, test summary, skill summary, interest level and grade.

Successful consumation of advanced placement is related to both the initiative displayed by the secondary level staff and the receptivity of the post-secondary staff.

Phase III (Final)

Once the model and two products were drafted, a review process was established which included the Area Vocational Education Directors and the Advisory Committee. In addition, a presentation was made at the state level meeting of Vocational Education Administrators.

The key problem with the project began to become evident at this point. This was related to funding and productivity being out of phase with actual implementation. As the project drew to a close in December, 1984, Vocational Education Instructors were just beginning to utilize the process. It was decided to seek additional RCU support for greater dissemination and implementation efforts.

Results and Accomplishments of the Project

The project has received considerable positive response from instructors and administrators. The model, The Curriculum Review Process and the Request for Advanced Placement (see Appendix C and D) have been reviewed and critiqued as being functional.

The objective which proposed to develop a computer based grid for recording and comparing competency based programs was not accomplished. The limited number of competency based programs available at both secondary and post-secondary levels posed a problem in securing a broad base for programming.

The intent to seek out non-public post-secondary programs to participate in advanced placement was completed, but with less than positive results. The Administrators of four agencies; two in the area and two out-of-state, were most willing to discuss their programs. However, none saw their participation as worthwhile. The reasoning was 1) in-house testing program of attitudes, interests and skills was integral to each program, 2) placement according to individual skills was also integral, and 3) there were no standard procedures to move students more rapidly through programs because of level of competency. One Director/representative suggested that benefits occuring to the student more than compensated for advanced placement consideration. The example used was available job opportunities and job placement services.

The major accomplishment of the project other than products may have been the emerging willingness to cooperate. This factor could well have been a reflection of the times. There is local and state interest and pressure to formalize articulation processes. This project provided impetus and assistance to a movement well underway. Vocational Education Directors have expressed interest in expanding topics for FY'85.

Evaluation of the Project

All objectives were met in timely fashion except for the computer package as noted. The products are on file at the Evergreen School District and RCU Office.

Note: Vocational Education Directors in the area also have received copies.

Conclusions, Implications and Recommendations

It may be concluded:

1. Current approaches to Advanced Placement within Vocational Education are not systematically structured. Thus, communication between secondary and post-secondary schools is less than functional and students do not easily move from one structure to another.
2. There is a need for structured agreements on articulation. Each secondary school and each Vocational Education program within the school should be linked to the post-secondary program. Such linkage should result in a formalized agreement outlining roles and responsibilities of each.
3. The student may be lost in the articulation process due to ill-defined rules, regulations and deadlines. Where advanced placement may be indicated, the problem is more complex for the student due to the requirement of an interface of the two programs.
4. Little responsiblility is shown at either the high school or college levels for the student seeking advanced placement. Traditional approaches have required the student to take the initiative to appeal and/or challenge college courses. The system requires a formalized structure facilitating student mobility.
5. Non-public institutions have little interest in formalizing linkages with secondary schools to facilitate advanced placement.
6. There is enough common interest and uniformity in state law and district regulations to allow for a model of advanced placement to be implemented which structures a common process in articulation while preserving the autonomy of both cooperating institutions.
7. Articulation in Vocational Education is a process which requires both a policy level commitment from cooperating agencies and the involvement and initiative of administrators to implement. While teachers/instructors are critical to the process, without a clear statement of intent to facilitate articulation, the process remains unused.

8. The need for interagency linkage and communication requires common ground for purposes of agreement. In Vocational Education such common areas are most evident in the interface of curriculum. The current shift from project oriented, graded programs to competency based programs is in various stages. The success of articulation agreements will be enhanced when both institutions are using competency lists.

The following recommendations are presented for consideration.

1. Administrators of both colleges and high school programs establish their commitment ot the articulation process. That such commitment be shown in policy statements, implementation of the articulation process and a curriculum revision leading to competency based programs.
2. Each secondary level Vocational Education Director review their current practices in relation to the proposed model for Advanced Placement in Articulation and plan for appropriate restructuring. It is recommended that Directors establish a work schedule to orient their staff and initiate contacts with community college staff.
3. Students should be appraised for their rights and responsibilities as related to articulation in general and advanced placement specifically. It is recommended that the project product Request for Advanced Placement be used with students.
4. Vocational Education teachers are critical to the articulation process. The "teacher as advocate" role should be discussed and local standards and procedures established.
5. It is recommended that FY'85 be established as a year for articulation activities. That staff members from both secondary and post-secondary schools establish objectives related to interagency communication related to advanced placement.

Our nation and this region in particular is undergoing heavy scrutiny for accountability in education - a functional educational product in the most cost effective manner. This is also a time of unfortunate unemployment

and demand for retraining programs. Vocational Education again must respond to the needs with contemporary, functional programs which respond concurrently to social/economic pressures and needs of students. A "completer" in a secondary level program must have the option to secure employment or to enroll in advanced training. In the latter case there must be a structured linkage between high school and community college programs. This means re-evaluating existing structures and linkages. Then adjusting so as to serve the client - the student. Vocational Education has the means to respond more quickly to change than any other segment of education. The community and business ties through advisory committees is an excellent resource for assessment and change. The painful act of program deletion or modification is most important. The schools and the community colleges are to be commended for the on-going program evaluation.

Project Dissemination Activities

Completed:

1. Area Vocational Education Directors Meetings - presentations (February, May, October)
2. Skills Center Advisory Committee - presentations (February, June, October
3. State Level Vocational Education Directors Conference - presentation (October)

Planned

1. Joint Instructors Workshop High School and College at Clark College - presentation (January, 1985)
2. Area Superintendents Meeting - presentation (February, 1985)
3. Community College Vocational Education Directors - presentation (March, 1985)
4. Mailing of three products to State Vocational Education Directors (March, 1985)
5. Training workshops in six districts (August - September, 1985)

# SERVING THE DISADVANTAGED STUDENT THROUGH VOCATIONAL EDUCATION

## A 1984 Perspective

A Special Report prepared by William Hansen, Principal Researcher
Contract RCU 84-85I (178NB)

Disadvantaged students remain a seriously underserved population. Vocational Education programs as structured and complete as they may be make little or no effort to recruit and accomodate students from economically and educationally deprived backgrounds. This is not to imply that school districts in Southwest Washington are out of compliance with state and federal regulations. In fact in an informal review of Vocational Education programs in six districts in April - June, 1984, there was every indication that all surveys, reporting processes and community based structures were scrupulously complete. The standard pattern of recruitment was "open enrollment" wherein all students could, at their own volition, enroll in vocational programs. This approach carried over to Clark and Lower Columbia Community Colleges. However, it was found that secondary level Vocational Education Directors do not maintain data on the status of students related to economic and educational need. It was readily admitted that the success orientation and competency structures of Vocational Education programs tended to exclude those students with lower grades, poor work habits, and/or attendance problems. These are characteristics of many of the students labeled as disadvantaged. Evidence points to statistical relationships between undereducated, learning disabled and delinquency. Current research data in human development builds a strong case for physical, touch-muscle oriented learning, as opposed to visual/hearing oriented learning. A great number of those not succeeding in school have difficulty in the traditional academic learning environment. Moving from experiential to abstract is a traditional strength of Vocational Education. It seems that students turned away from classrooms through defeat, disinterest or poor work habits and training could well utilize prevocational programs as vehicles to success. However, current structure precludes this from happening. The key issue for Vocational Education personnel remains accessability for disadvantaged students to quality and relevant programs.

In a recently completed study, entitled Portland's (Oregon) Blue Chip

Career and Vocational/Technical Education Program,[1] the authors state, "Great disparity exists between vocational offerings and students' accessibility to them." The study goes on to identify eleven "significant barriers" faced by special populations when making school to work transitions. Such barriers include early dropout patterns, discrimination based on race or ethnicity, greater unemployment, lower academic achievement levels, etc. These barriers are not new. In fact the history of Vocational Education has revealed a tendency to structuring programs for the more academically successful student. In my 1978 report to the National Center for Research In Vocational Education, entitled, "Career and Vocational Development of Bilingual Students"[2] a review of state level, five year plans showed a 10% to 15% inclusion for disadvantaged and/or handicapped. These funds were spread across school district and community college programs. At that time there appeared to be little relationship of budget allocations to those special populations to be served. There were serious doubts as to the cost benefit factors.

Vocational Education Directors have hesitated to build quotas or "slots" for special populations, preferring to have open enrollment. There have been limited efforts to attract or "recruit" such students. Some special programs have been established. A pattern has emerged with early identification of disadvantaged students for ESEA Chapter I and supplemental food programs. Thus, annual preparation of student need projections have yielded a variety of program and class groupings at the elementary school level. A similar process is limited in the upper grades. More emphasis is placed on class offerings in which students with special needs can be scheduled. However, there is the reality of increased dropouts starting at grade seven, so the secondary program statistics do not always reflect the total school age population. Vocational Education is a strong and very successful aspect of Southwest Washington schools and colleges. Yet the student not in school or one who has been less successful academically may be excluded by the nature of the student and the structure of the programs. Success in Vocational Education is measured by numbers of "completers", those going into jobs, further education and/or advanced training.

If disadvantaged is defined as "those who cannot or will not succeed"[3] then it is little wonder that Vocational Education programs do not aggressively

seek such students.

A number of steps can be taken to confront the problem. Several studies have contributed to the identification of possible solutions. These include the previously quoted Northwest Lab Study of Portland Schools, the National Academy of Science 1983 study entitled, Education for Tomorrow's Jobs,[4] and the 1983 AERA conference presentation of Broussand and Wulf[5].

1. Initiate a data gathering effort at the secondary level to determine the placement ratio and/or barrier to placement factor for disadvantaged students moving through the secondary system. Such data would be gathered on a sample basis and used in planning efforts and in particular for budget allocation processes to insure that special needs populations are in fact identified and served. Dissemination of the results of the study would assist in developing awareness of the needs of disadvantaged students and should provide a rationale for funding of projects aimed at the disadvantaged student. Examples of data to be accumulated - a. numbers of students in special programs in high school and numbers of vocational education students in same categories, b. study of academic levels of vocational education students (by program), c. projections from counselors as to success of special category students in vocational education programs, etc. All data would be tied to specific programatic concerns and questions.
2. Move expeditiously to place all vocationally oriented programs in a competency based curriculum mode. Students moving through a vocational education program would have an ongoing and realistic basis for judging their success. Traditionally grading systems should be set aside in favor of skill development leading to pre-employment competion of a job oriented standard.
3. Establish short term work units aimed at improving specific academic, occupational skills and work habit deficiencies. VTIs now function in this manner and the model could be adapted for local use. The key issue would be the focus on remediation of specific needs.

4. Establish modified open entry and exit programs in secondary and community college programs. Articulation between secondary and post secondary programs is inhibited by traditional requirements of "course completion" standards. This recommendation suggests individualizing programs to meet student needs. It must be recognized that state regulations on enrollment and attendance may preclude this model from implementation. However, the concept is worth consideration.
5. The development of an orientation to Vocational Education and the completion of a "career ladder" aimed at students with special needs to interest, attract and assist these students to enter competency based, prevocational programs while in high school. This approach could be tied to a strong advocacy program where a teacher(s) or counselor(s) assertively worked with students in need.
6. Restructure traditional articulation approaches between secondary and post secondary. The current efforts of this project (RCU 84-85I (178NB), although focussed on advanced placement, has revealed the interest and concern of both high school and community college people to develop better, more systematic articulation processes.
7. Develop alternative job experience activities for disadvantaged students entering Vocational Education programs. Inasmuch as physical (touch-muscle) learning is prevalent among these students, then the learning environment may need to be modified. Special academic tutoral and learning programs may be required. In addition motivational programs and attitude building activities may be basic to success for the disadvantaged students.

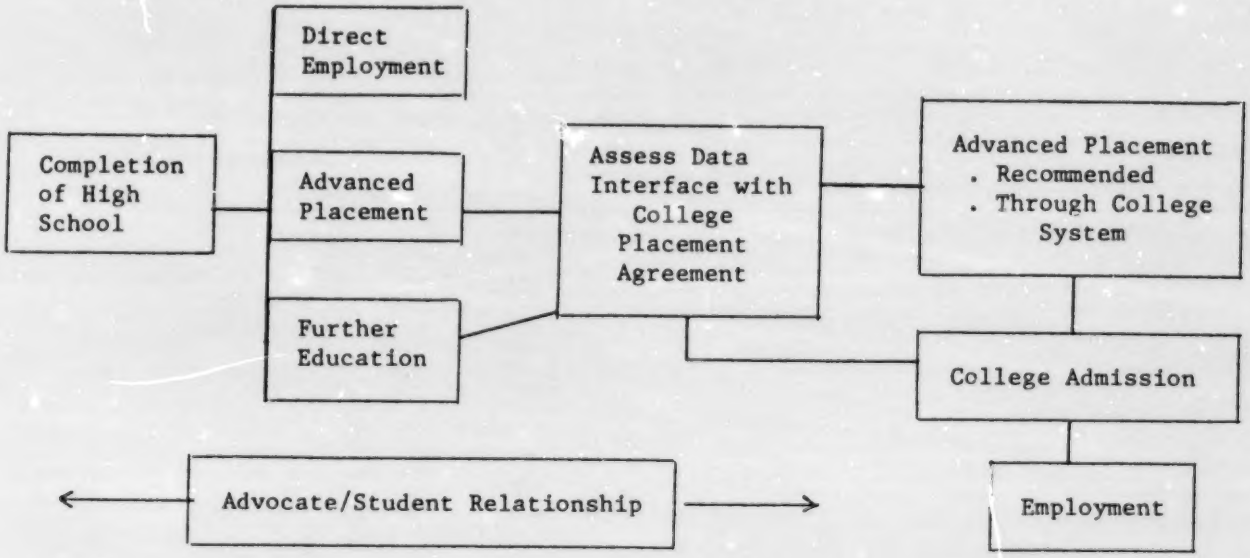
Basic to these recommendations is the intent to improve accessability. This implies well funded pilot efforts and a strong dissemination effort. There is a related implication of teacher willingness to modify traditional programs. There is a need to shift the structure. The timing is right and the political mood is certainly evident. What is required is creative initiative.

Footnotes:

1. Northwest Regional Lab, Portland's Blue Chip Career and Vocational/Technical Education Program. Portland: July 1983 (reference pages 57-65)
2. Rios, Edwin and William Hansen. Career and Vocational Development of Bilingual Students. Columbus, Ohio: National Center for Research In Vocational Education, 1978.
3. Broussard, Vernon and Kathleen Wulf, "Searching for Solution". Montreal AERA Conference Presentation: April 1983. (Memo)
4. National Academy of Sciences, "Education for Tomorrow's Jobs", Washington, D.C. National Research Council Study Group, 1983. (Reference pages 16-21)
5. Brown, James, "Educational Adjustment: A Model for Enhancing Special Students' Program." University of Minnesota: TWA Study December 1983.

Appendix B

Clark County, Washington Vocational Education Articulation Model



Appendix C

CURRICULUM REVIEW AND AGREEMENT

ADVANCED PLACEMENT IN

VOCATIONAL EDUCATION

_____
(Date)

Clark College Division_____Department_____

Instructor_____Division Chairman_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

School District _____School_____

Instructor_____Course_____

Vocational Education Director_____

The following areas of curriculum and organization have been reviewed for this course and mutually agreed upon by the two staffs.

1. Curriculum Match — Clark College Staff Review

   1.1 Hours of theory (daily average)

   1.2 Hours of Lab

   2. Text used_____

   3. Topics covered

   4. _____
   Proficiency/Skill Completion
   last available

2. Recommendations to High School from Clark College on modification required prior to agreement

_____
(Date)

3. Agreement to jointly facilitate advanced placement application; subject to Clark College Admission requirements and an annual review.

_____
Division Chairman, Clark College

_____
School District Vocational Ed Director

## IMPLEMENTING THE CURRICULUM REVIEW PROCESS

The dialogue between the secondary and post-secondary programs can be initiated by either instructor or director. It is recommended that all four persons participate in the initial discussion.

Questions which may facilitate the dialogue include:

1. What is the history of advanced placement at the college?
2. Have students from the school district been placed previously?
3. What are the expectations of the high school staff?
4. What are the expectations of the college staff?
5. What is the current process for a student to be placed into a class through waivers of prerequisites or for that student to receive credit for skill/competency attainment?
6. Describe the curriculum of the current high school program; topics covered, daily allotment of time to lab and to theory, texts used, method of determining proficiency (e.g., skills list or grades or ?)? Note: The college instructor may need time to review the curriculum and report back at a subsequent meeting.
7. Define the steps to be taken for a student (in the vocational area under discussion) to receive advanced placement.
8. Establish time line for completion of the agreement.
9. Set subsequent meeting if indicated.

Note: It will be helpful if one person assumes the role of keeping minutes of the meetings and then distributes the minutes to participants within three days. A record is then available for reference should questions arise. Future dialogue can be facilitated where such documentation is available.

Appendix D

REQUEST FOR ADVANCED PLACEMENT

VOCATIONAL EDUCATION

As per the agreement between _____ and
(school district)
Clark College within the _____, a request for
(department)
advanced placement is submitted for:

_____
(Student)

_____
(Address)

_____
(School)

Request submitted by _____
(Teacher/Advocate)

Summary of Work (Completed by Teacher/Advocate)

_____ 1. Application for Admission is on file

_____ 2. Student is on waiting list

_____ 3. Test Summary: Reading _____ Math _____

_____ 4. Competency/Skill completion level attached

_____ 5. Student interest is high _____average_____ low_____

_____ 6. Grades attached

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Review of Request

1. Curriculum Review and agreement on file

2. Analysis of qualifications

3. Waiver approved _____
(Course name and number)

_____

_____

Alternative course recommended _____
(Course name and number)

_____

_____

4. *Recommended for advanced placement Yes _____ No _____

Instructor_____Date_____
Division Chairman_____Date_____

cc: high school teacher/advocate

*Note: Student denied advanced placement at this time may challenge the decision as per current policy of Clark College. Procedure for challenge is to be made available to the student by the teacher/advocate.

IMPLEMENTING A REQUEST FOR ADVANCED PLACEMENT

The initiative for this request rests with the secondary teacher/advocate. The Curriculum Review process must have been completed and the signed agreement on file prior to starting a student through this process.

* The purpose of this process is to facilitate the movement of the student through the formal educational system, Vocational Education in particular, with clearly defined steps and with complete knowledge of reasons why Advanced Placement is accepted or denied.

Six stages of application preparation must be completed before the receiving college can act upon the request.

1. Application for Admission. The standard college admission form must be completed and submitted. The admission process is thus begun well in advance of the standard scheduled registration, (perhaps as early as February or March).
2. A request for placment on the "waiting list" for admission to a specific vocational department must be made in writing and submitted with the application.
3. College requirements include a satisfactory skill level in basic skill areas (reading and math). The tests may be given at the college or at the school site (upon request of the high school instructor).
4. A competency or skill attainment checklist must be completed and available from the high school instructor upon request of the college. For a February/ March request for advanced placement, a note should be made of the skills yet to be introduced in high school spring classes.
5. The teacher/advocate must submit a letter indicating support of the student request and review the participation level and interest of the student.
6. A transcript and/or a letter from the high school should be made available to the college vocational instructor. Normally grades of C or better are the standard for advanced placement.

Once the application process is made, the college instructor and department chairman will review the application and make recommendation. Where a student is denied advanced placement, college policy allows for a challenge of course requirements. The policy and procedure is available from the college. The teacher/advocate should assist the student in completing the proper requests for the challenge. Final decision on admission, including advanced placement must rest with the college as outlined in both Washington State Law and College Policy.